

LANGLEY-BATH-CLEARWATER MIDDLE

P. O. Box 2070
Langley, SC 29834

GRADES 6-8 Middle School

ENROLLMENT 463 Students

PRINCIPAL J. Russell Gunter 803-593-7260

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	27	9	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

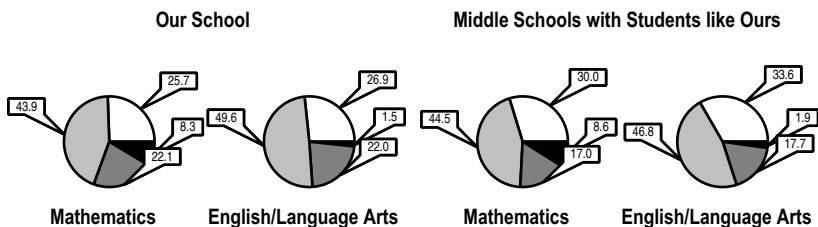
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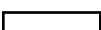
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	116	50
Percent satisfied with learning environment	92.6%	68.7%	69.6%
Percent satisfied with social and physical environment	93.3%	80.7%	40.4%
Percent satisfied with home-school relations	70.0%	88.7%	66.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	453	98.0	26.9	49.6	22.0	1.5	23.5	17.6
Gender								
Male	244	98.0	30.6	48.9	20.1	0.5	20.5	17.6
Female	209	98.1	22.6	50.5	24.2	2.6	26.8	17.6
Racial/Ethnic Group								
White	335	97.9	23.8	51.7	22.8	1.7	24.5	17.6
African-American	104	98.1	34.7	45.3	18.9	1.1	20.0	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	405	98.8	26.8	49.4	22.3	1.5	23.8	17.6
Disabled	48	91.7	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	453	98.0	26.9	49.6	22.0	1.5	23.5	17.6
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	446	98.0	26.0	50.0	22.5	1.5	24.0	17.6
Socio-Economic Status								
Subsidized meals	242	96.7	33.8	49.3	15.9	1.0	16.9	17.6
Full-pay meals	211	99.5	19.8	50.0	28.2	2.0	30.2	17.6
Mathematics								
All students	453	99.6	25.7	43.9	22.1	8.3	30.3	15.5
Gender								
Male	244	99.6	23.7	46.6	19.6	10.0	29.7	15.5
Female	209	99.5	28.0	40.9	24.9	6.2	31.1	15.5
Racial/Ethnic Group								
White	335	99.7	22.9	43.5	24.2	9.5	33.7	15.5
African-American	104	99.0	35.1	46.8	13.8	4.3	18.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	405	100.0	25.7	43.6	22.3	8.3	30.6	15.5
Disabled	48	95.8	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	453	99.6	25.7	43.9	22.1	8.3	30.3	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	446	99.6	25.7	43.7	22.2	8.4	30.6	15.5
Socio-Economic Status								
Subsidized meals	242	99.2	30.5	44.8	19.5	5.2	24.8	15.5
Full-pay meals	211	100.0	20.8	43.1	24.8	11.4	36.1	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	154	N/A	33.6	43.6	20.1	2.7	22.8
	Grade 7	139	N/A	28.1	44.5	27.3	N/A	27.3
	Grade 8	151	N/A	34.5	50.7	14.9	N/A	14.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	156	98.1	25.5	42.3	29.9	2.2	32.1
	Grade 7	162	97.5	28.6	55.1	15.6	0.7	16.3
	Grade 8	135	98.5	26.4	51.2	20.8	1.6	22.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	154	N/A	26.8	47.7	20.1	5.4	25.5
	Grade 7	139	N/A	37.5	39.1	16.4	7.0	23.4
	Grade 8	151	N/A	42.3	53.7	3.4	0.7	4.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	156	99.4	14.5	37.0	35.5	13.0	48.6
	Grade 7	162	100.0	29.1	45.3	16.9	8.8	25.7
	Grade 8	135	99.3	34.1	50.0	13.5	2.4	15.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 463)				
Students enrolled in high school credit courses (grades 7 & 8)	42.9%	Down from 52.7%	14.2%	14.4%
Retention rate	1.7%	Down from 3.2%	2.4%	2.3%
Attendance rate	94.1%	Down from 95.0%	95.0%	95.2%
Eligible for gifted and talented	0.2%	Down from 12.9%	14.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.8%	Down from 13.7%	15.2%	14.1%
Older than usual for grade	5.4%	Down from 9.8%	5.4%	4.9%
Suspended or expelled	0.2%	Up from 0.0%	1.8%	1.3%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	36.4%	Down from 37.5%	46.0%	47.1%
Continuing contract teachers	84.8%	Up from 75.0%	83.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Down from 85.6%	86.6%	84.3%
Teacher attendance rate	91.8%	Up from 91.6%	94.9%	95.0%
Average teacher salary	\$37,524	Down 2.4%	\$39,359	\$39,924
Prof. development days/teacher	8.2 days	Down from 14.2 days	11.2 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio	15.6 to 1	Down from 20.4 to 1	21.5 to 1	21.0 to 1
Prime instructional time	84.8%	Up from 82.9%	88.6%	88.9%
Dollars spent per pupil*	\$5,721	Up 2.2%	\$5,713	\$5,854
Percent spent on teacher salaries*	62.7%	Up from 61.2%	61.4%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	78.3%	Up from 72.3%	95.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year marked the end of the school building construction and the beginning of a new spirit of enthusiasm, pride, and pursuit of academic excellence. The school year began with scholastic and state test increases as our prime objectives. We implemented several programs to help meet these objectives:

After-school Program - The after school tutoring program comprised over 153 students, averaging 65-70 students every day, Monday through Thursday. This program assisted students in all academic areas of study.

Academy of Reading - This computer-simulated program provided gains for students in reading.

SkillsBank - This computer-simulated academic program is integrated into the student's schedule for enrichment in math.

CCC program - This remedial computer-simulated program is designed to strengthen and reinforce fundamentals in the areas of math and reading.

The pursuit of excellence sparked notable accomplishments, including but not limited to the following areas of scholastic honors:

Ten students were named South Carolina Junior Scholars.

First runner up in the Area III Spelling Bee was an LBC student.

Students won several writing awards, including participation in the Lt. Governor's Writing Contest.

Students were recognized at the city of Aiken's Celebration of Character.

One student was recognized by the State Governor for Character Education.

One student was a State Duke TIP recipient.

Other students demonstrated outstanding accomplishments through their performance in academics, fine arts, and athletics by receiving awards for honor rolls, outstanding achievement, and recognition for art work on state and local levels and for athletic team records. The faculty and staff attended conferences and in-services that provided them with information and skills to help our student body to achieve academically and to learn life-long skills. Through the curriculum, students had an opportunity to grow in knowledge, the arts, and athletics. Our students will continue to grow academically because our stakeholders continue to show an interest and desire to assist and support all that takes place in our school.

J. Russell Gunter, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.